


## Media and Model Learning to Develop Skill in Speaking Bahasa Indonesia

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**Abstract:** It is expected that students who learn Indonesian will be able to communicate both orally and in writing. However, students continue to face numerous difficulties when confronted with Indonesian conversation, such as feeling uncomfortable, stammering, or simply remaining silent when they are asked about their opinions. As such, this study will consolidate the findings of past studies on the topic of increasing speaking skills, particularly for elementary school students, using a literature review technique. This study collects data from Google Scholars and papers published in 2020-2021 which are filtered using the keyword "speaking skills for elementary school students." The study's findings suggest the need for role models and learning material that are age-appropriate for elementary school students. The range of enjoyable learning models, distinctive learning media, and even the combination of various models and media can serve as references for teachers aiming for establishing a meaningful learning environment, particularly for elementary school students looking to enhance their speaking skills.

**Keywords:** Media Learning, Model Learning, Speaking Skill, Elementary School

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### Introduction

In life, speaking is an activity that takes place all the time. Yet, for some, it is considerably the most difficult, complex, and anxiety-inducing linguistic skill (Bashori et al., 2020; Sa'bani, 2009). While being able to clearly express themselves in the written form, many can frequently be inarticulate. Additionally, a number of students

who fluently have a casual conversation with their peers outside of the class using the vernacular may find it difficult when it comes to talking in Indonesian about a certain topic in class. Not only that, speaking skills cannot be acquired rapidly and must be honed since the childhood (Kusmintayu et al., 2012; Putri et al., 2020)

Early childhood is a golden period in all aspects of human development, physically, cognitively, emotionally, or socially (Maulina & Budiyo, 2021). Language is one facet of rapid development that can be achieved during the elementary school years. Students will develop the ability to verbally communicate their emotions so that people around them are aware of what they are going through. However, a child may still have difficulty in expressing it. Thus, children's speaking skills must be developed to ensure that children do not encounter additional difficulties and that those around them understand (Khusniyawati, 2020)

Given the concept of speaking, this skill links numerous parties, locations, and even situations. Furthermore, speaking abilities incorporate components of language, psyche and also performance. Speaking is regarded the most important of the four language skills when learning a second or foreign language (Bahadorfar & Omidvar, 2014). Not only for foreigners, Bahasa Indonesia is even still limited to Indonesians who actually speak a different language of their mother tongue since there are a sheer variety of local languages. On a formal basis, speaking abilities are developed during the learning process in schools and colleges. But in fact, students have not fully acquired the speaking aspects.

Several difficulties inherent in speaking skills in Indonesian schools include students' lack of confidence when speaking in front of the class, nervousness while expressing opinions, fear of being wrong, embarrassment, stammering, and even remaining silent when the teacher ask questions (Permana, 2015; Priatna & Setyarini, 2019). Moreover, in distance learning students are so passive and do not provide significant feedback during the teaching and learning process of Indonesian (Imelda et al., 2021). Whereas learning Indonesian in elementary schools aims to improve students' ability to communicate effectively, not only in writing but also orally. However, speaking abilities remain one of the language skills that students do not totally understand (Susanti, 2015) and there is still a lack of learning media provided by educators to stimulate students' responses to be active in speaking (Imelda et al., 2021)

Based on the aforementioned problems, the teacher's role as an educator is to facilitate effective learning in order to improve students' speaking skill. Because the availability of media in classrooms and the use of character-based models will significantly assist the learning process (Darmuki et al., 2020; Meylinda et al., 2016). Thus, efforts must be made to assist learning in order to develop speaking skill through the use of appropriate learning models and media. The learning model serves as a guide for achieving specific learning goals (Sagala, 2005; Trianto, 2007). While learning media is one of the tools and strategies that can be used by educators to attract attention (Pramesti, 2015). As such, this study will synthesize research findings on how to enhance speaking skills using innovative models and learning media. Moreover, employing digital technology is thought as a feasible option today (Arifin et al., 2021).

## Method

This study employs the literature review method, which identifies, evaluates, and interprets accessible and relevant research on a particular topic (Klumpner et al., 2007). The purpose of this study is to examine how to improve students' Indonesian speaking abilities in elementary schools. The researchers use Google Scholars to conduct a keyword search of "Speaking Skills, Elementary School Students." The researchers filter a lot of publications that appear with these keywords for publication dates between 2020 and 2021. The time period chosen is related to the state of emergency curriculum implementation, which results in distant learning and a reduction in the frequency of direct communication in schools. The main articles are reserchers conducted by [19] Anjeli & Latifah, 2021; [20] Dessiane & Hardjono, 2020; [21] Hartati et al., 2021; [22] Nurdiana, 2020; [23] Pratiwi et al., 2020; [4] Putri et al., 2020; [24] Ramadhania & Kristiantari, 2020; [25] Yusron et al., 2020.

## Results and Discussion

Efforts to improve the speaking skill of elementary school students in Indonesian can be classified according to the type of media and learning model used.

### Improving Speaking Skills through Learning Media

The variety of media is a form of effort to leave a more lasting impression on students. Based on the findings, Yusron (2020) has used the Pop-Up Book as a background based on observations at SDN 2 Surodakan that demonstrated grade III students' limited ability to speak and make stories. According to the findings from observations and interviews, nearly 82% of students were unable to properly express the actual meaning through stories. There was a significant increase when the Pop-up Book media was used in conjunction with the experimental method. Using three-dimensional media, Pop-Up transforms into a teaching medium displaying books with pictures and audio that can be changed accordingly. As a result, students may see and hear simultaneously. This simplifies the process for students, particularly if they are directly involved in the use of existing media (Ananda, 2017). This media is considered in accordance with the character of elementary school students who have exploration abilities and high imagination power (Parmini, 2015). Additionally, one of strategies that elementary school students can employ for resolving story problems is to use pictures (Ariawan & Pratiwi, 2017).

The next media is the flash card used by Putri et al., (2020) at the elementary school level, fifth grade, to improve their Indonesian speaking abilities. According to the findings of the Classroom Action Research, it is concluded that the use of Flash Cards learning media can help develop speaking skills. The use of flash cards as a learning aid, particularly for conveying messages visually. The images are created by hand or printed. Thus, students are given the opportunity to speak using flash card images. Prior to the move, the importance placed on fifth-grade students' language skills was only 8.32 %. The first cycle's results increased to 70.59 %, while the second cycle's

results increased to 85.29 %. Along with being a medium for improving speaking skill, flash card media can also help third grade elementary school students develop their writing skills (Emilsa & Guslinda, 2019). Additionally, flash cards have the following advantages: they can help strengthen vocabulary, they are visually appealing, flexible, and affordable, they can be used for a variety of age groups, and they are ideal for teaching word structure and games (Haycraft, 1978).

Another medium that can also be the right choice for elementary school students is comics. According to Dessiane & Hardjono (2020), Effective learning in elementary school includes the use of teaching aids to attract the interest of easily bored students. Apart from avoiding boredom, comics can also be an easy-to-understand medium of learning, as they contain pictures and words that form stories with clear and simple message delivery characters (Dessiane & Hardjono, 2020). Teacher offers a diverse collection of comics, including comedy, adventure, and drama. Finding comics that are appropriate for students, on the other hand, is not easy. Numerous factors must be examined, including the following: (1) the story's substance contains a positive message that can be absorbed by students; (2) etiquette; (c) simple pictures (Andrefa et al., 2019). By considering these factors, comics can be a medium that aids in the development of speaking skills, as proven by Nurfadillah (2018) through classroom action research, in the third cycle it reached 98%. In addition, comics also have a digital form, technological developments make electronic comics more fun and accessible (Ruiyat et al., 2019).

Different from the previous media, using dolls as learning media to improve speaking skills (Anjeli & Latifah, 2021). This medium is consistent with the characteristics of elementary school students who are still in the theory of Jean Piaget's concrete operational stage. At this stage, students' thinking abilities are still limited to concrete objects and are deficient in abstract concepts (Bujuri, 2018). Thus, students continue to require an intermediary, namely the media, to facilitate comprehension of the teacher's message. Finger puppets transform inaccessible objects into something genuine, despite their imitation form. Furthermore, sock puppet media has been used (Permana, 2015). The puppet media engages students in discussion and group activity, ensuring that educators do not dominate learning. According to the analysis of the use of puppet media in Indonesian language learning, there is a beneficial, effective, and efficient influence. Socks dolls not only increase children's speaking abilities, but also their abilities in a variety of other aspects, including listening, reading, and writing (Permana, 2015).

In addition, the media that utilizes the use of technology to improve the speaking skills of elementary school students is podcasts (Suriani et al., 2021). Podcasts act as media that hone speaking skills because they contain various topics of conversation in various forms, such as conversations, discussions, debates, talk shows, monologues, speeches, and lectures. In addition, the advantage of podcasts is that they can be listened to anywhere while doing other activities (Laila, 2020). Based on these reasons experimental research was conducted in class V of SDN 13 Batu Gadang, Padang City to see the effect of using podcasts on the speaking skills of elementary school students. The results show that students' speaking skills in the group using podcasts are better than the group using conventional media. Based on the results of this study, teachers in Indonesia should indeed improve digital literacy to utilize digital-based media that can support students' speaking skills.

The current applications that can be used as references in the process of learning speaking skills are Clarisketch and Plotagon. Clarisketch is an application that allows users to make their short video by taking a picture and drawing while speaking. Clarisketch can support students' speaking fluency, can reduce students' filler when speaking, and help students use the right vocabulary (Cephilman, 2020). Plotagon is an award-winning storytelling tool for all ages. The features are easy to use, free, can increase imagination and creativity. Plotagon increases interest in learning in particular on speaking skills (Oktaviani & Hasanudin, 2022).

### **Improving Speaking Skills through Learning Model**

Apart from being a tool for knowledge transformation, the learning model is regarded to be capable of fostering a positive learning environment (Yusnarti & Suryaningsih, 2021). Several learning models that can be used to improve the speaking skills of elementary school students include the Think Talk Write Model, Role Playing, Paired Story Telling, and Storytelling Models. The Think Talk Write (TTW) model encourages students to think, speak, then write so that learning objectives can be achieved (Iru & Arisi, 2012). This learning model is not focused on educators and even requires a high level of student participation to make learning enjoyable and exciting (Savitri et al., 2021). The TTW model has a very significant effect on improving the speaking skills of elementary school students (Pratiwi et al., 2020). Using the quasi-design experimental method, it was determined that the average value for using this model was 83.56, compared to 77.05 for the class using the conventional model.

The next model is the Round Robin which was applied by Nurdiana (2020). Researchers discovered difficulties with students' speaking skills at SDN.99/IX Danau Kedap, Muaro Jambi Regency. Each student faces a unique set of difficulties, both linguistic and nonlinguistic. Pronunciation, intonation, word choice, and sentence structure are all linguistic features. While non-linguistic difficulties include sound quality, fluency, eye sight, and a willingness to respect others. The Round Robin model incorporates cooperative learning by grouping students into 4-6 people, (2) allocating a number to each student to facilitate teacher assessment, (3) assigning a worksheet to each group, (4) each student must express opinions on a given theme, (5) one of the students begins expressing opinions to group members, (6) other group members listen to the presentation of opinions, and (7) after the member is finished, Students can convey their ideas in their own ideas when they use this model, which also helps them develop patience (Warsono, 2013).

The next model is role playing that has been applied by Hartati et al., (2021), a model that seeks to create learning based on the habit and pleasure approach of students so that they are enthusiastic and happy to follow the learning that takes place. Through classroom action research, the role-playing model has succeeded in increasing the indicators of pronunciation, intonation, expression, and dialogue of fourth grade students of SD X Bandung City. Role playing is considered to be the right way because it combines pronunciation, intonation, facial expressions, and even movements when speaking so that speaking skills and students' self-confidence can increase (Priatna & Setyarini, 2019). One of the benefits of role playing is that it helps children's spoken language improve and become more easily understood by others (Djamarah & Zain, 2006).

Another model that is also one of the efforts to improve speaking skills is the paired story telling model (Yusron et al., 2020). In summary, this learning model begins with the teacher's segmentation of learning topics. Then, conduct a brainstorming session on the subject, dividing the group into pairs. Following that, each pair is assigned a subtopic. Following that, students keep track of and communicate information with their partners. Then, using the information collected, each student composes another section. Finally, this activity concludes with a discussion about the topic (Lie, 2007). The speaking skills of third grade students at SD Cluster VIII Mengwi Bandung have greatly improved as a result of this model. It is considered that the pair story model increases student participation since it is appropriate for simple tasks, gives numerous opportunities for interaction and input, and is efficient and successful (Lie, 2007).

## Conclusion

Efforts to increase elementary school students' speaking skills can be made by utilizing media and learning models that are enjoyable and age appropriate. When implementing learning models and media, it is critical to pay attention to elementary school students' cognitive abilities, which are still limited to the concrete and deficient in the abstract. However, the imaginative and exploratory abilities are fairly high. As a result, it requires learning processes and teaching aids that are relevant to children's life to accomplish certain learning objectives. Puppet media, pop-up books, comics, and flash cards are all examples of media that educators can utilize. The role-playing model, paired storytelling, round robin, and think talk write are all examples of learning models that can be used. Researchers have used this material and model successfully to improve students' speaking abilities at the elementary school level, including throughout the distance learning time. In addition, during the distance learning period there are learning innovations that are specifically digital-based. Research has even been conducted to examine the influence of media such as podcast, clarisketch, and plotagon. In fact, these media are not yet popularly applied in Indonesia so that they become recommendations for research that can be carried out and developed to improve speaking skills

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